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ABSTRACT

This Newspaper in Education Development Plan begins with a set of evaluation forms intended to help determine the direction of the Newspaper in Education (NIE) program. The plan covers all major aspects of NIE administration, promotion, and curriculum design. The plan encompasses the following areas: (1) "Establishing NIE Priorities"; (2) "Knowing Your Market"; (3) "In-House Promotion"; (4) "NIE Personnel"; (5) "Know Your Newspaper"; (6) "NIE Circulation"; (7) "Taking an Order from Start to Finish/Office Forms"; (8) "Accounting/Business"; (9) "Promotional Techniques"; (10) "Student Tours/Presentations"; (11) "Curriculum Aids"; (12) "Organizing Workshops"; (13) "Advisory Committee"; (14) "Setting NIE Goals/Objectives"; (15) "Budget for NIE"; (16) "Checklist of NIE Program"; and (17) "Funding of the NIE Program." An appendix with the informal history and purpose of the Newspaper in Education Program is attached. (MS)

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NEWSPAPER IN EDUCATION DEVELOPMENT PLAN

ANPA Foundation, Jan. 1978

Revised: May 1984

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To Newspaper Managers,

In filling out the pages of this Newspaper in Education Development Plan -- with our assistance -- you will be determining the direction of your NIE program for the next several years.

The bulk of this document may make the task seem overwhelming -- it's not! It is thick because we have covered all major aspects of NIE administration, promotion and curriculum design in very specific detail. There will be almost no surprises in store for you in implementing your program as a result of using this tailormade plan.

Many alternative approaches are listed in the plan. Some suggestions will be filled in as "not applicable" if you do not find them appropriate to your situation or circulation size.

We appreciate the opportunity to work with you to bring a Newspaper in Education program to your area which will be beneficial for your newspaper, students, teachers and your community!

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ESTABLISHING NEWSPAPER IN EDUCATION PRIORITIES

Rank the following priorities in their order of importance for your NIE program. If a priority listed does not enter in your program, place a "0" next to it. If one of your priorities is not listed, write it in on the blank marked "Other."

Building future newspaper readers (long-term circulation gains) _____

Promote public awareness and better understanding of the role of the Free Press _____

Act as an educational service to the community as a whole _____

Sell bulk orders to educational institutions for immediate circulation gains _____

Act as public relations coordinator between your newspaper and the various educational organizations in your area _____

Other _____

_____

_____ _____

KNOWING YOUR MARKET AREA

What is your market? _____

Who is your target audience within this market area?

_____ _____

_____ _____

How many counties does your circulation area cover? _____ counties

List the counties within your circulation area.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Which of the above counties would you like to see newspapers being used in the schools?

_____ _____

_____ _____

_____ _____

In your target counties, how many school districts? _____ districts

Name all the districts.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Knowing Your Market Area (cont'd)

How many schools are in the above counties/districts?

Public	Parochial	Private	Total
____ Elementary	____ Elementary	____ Elementary	____ Elementary
____ Jr. High	____ Jr. High	____ Jr. High	____ Jr. High
____ Middle School	____ Middle School	____ Middle School	____ Middle School
____ High School	____ High School	____ High School	____ High School

_____ Total Number of Schools _____ Student Population

What grade level/school level would you like to start your program?

_____ Elementary

_____ Jr. High

_____ Middle School

_____ High School

Do you know any schools within your market area that are already using NIE _____ Yes _____ No

If Yes, how many and list them. _____ Schools

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

IN-HOUSE PROMOTION

KNOWING YOUR NEWSPAPER
..AND YOUR NEWSPAPER
KNOWING NIE

NEWSPAPER COMMITMENT

Obtain approval and commitment from TOP management on starting to expand your NIE program. _____

Write a proposal, if necessary, on reasons for having NIE -- goals and objectives. _____

After approval from Top Management, contact the following people at your newspaper:

CIRCULATION DIRECTOR _____

ADVERTISING DIRECTOR _____

PROMOTION/MARKETING DIRECTOR _____

EDITOR _____

PRODUCTION MANAGER

BUSINESS MANAGER _____

Have a meeting with all the above, learn about what they do -- and how NIE fits into their departments.

Without the cooperation among all the departments -- the total newspaper concept -- the program cannot and will not be a success!

NIE PERSONNEL

_____ Hire a person _____ Someone within organization

_____ Under which department

_____ Promotion/Marketing

_____ Circulation

_____ Editorial

_____ Other

_____ Should a person be FULL-TIME or PART-TIME (Based on circulation size and market area)

PART-TIME

_____ Educator turned housewife

_____ Two people -- one elementary and one secondary; one for two days, the other for three days

_____ Hours person would work

_____ Paid by the hour

_____ No benefits

_____ Paid by commission

FULL-TIME

_____ College degree

_____ Teaching background

_____ Teaching and business background

_____ Teaching, business and newspaper background

Qualifications

_____ Writing skills _____ Administrative skills

_____ Organizational skills _____ Speaking skills

NIE Personnel (cont'd)

_____ Salary for NIE person

_____ Duties of person administering program

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(Start thinking now about NIE Personnel's administration duties ... then list responsibilities/duties before starting your program)

KNOW YOUR NEWSPAPER

What you always wanted to know about your newspapers, but were afraid to ask ... BUT -- have to ask now!

ADVERTISING DEPARTMENT

1. What is the cost of a full-page ad? _____

   half-page ad? _____

   quarter page? _____
2. What is the cost of running a classified ad? _____
3. What is the difference of color vs. black and white? _____
4. How is your advertising sold? _____
5. Are there discounts for major customers? _____
6. What percentage of the newspaper consists of advertising? _____
7. How are decisions made in placement of ads? _____
8. What are the different types of advertising? _____
9. How can NIE fit into the advertising goals? _____
10. Does advertising ever run special tabloids that you could use in the schools? _____

    Can they run extra copies for the schools? _____

PRODUCTION DEPARTMENT

1. How is your newspaper produced? _____
2. Can you collect examples of layout sheets, mats, etc. for use with your teachers? _____
3. Is your newspaper letterpress, offset, etc.? Know what the difference is? _____

Know Your Newspaper (cont'd)

4. Is there a possibility of having tours of your newspaper? Check on the OSHA laws. _____

EDITORIAL QUESTIONS

1. How is a story developed -- who does the writing, etc.? _____
2. Do you have a front end system -- if so, see if you can learn how to use the VDT. _____
3. Find out who covers the educational news. _____
4. Find out if they encourage letters from students to the editor. _____
5. Is there a possibility that a reporter can cover a school using the newspaper in the classroom? _____
6. Is there a possibility that you could write stories to promote your newspaper in education program? _____
7. Are there any kids' columns or pages being offered by the newspaper? Is this in the offing? _____
8. Would the editorial department mind having students come into their area for a tour? _____
9. Ask the editor to explain each job responsibility within the editorial department. _____

CIRCULATION

Things to do, questions to ask, decisions to be made .....

1. What is the circulation of your newspaper? Daily? _____
   Sunday? _____
2. What is the cost of your newspaper?

	Single Copy	Home Delivery Rate
Daily	_____	_____
Sunday	_____	_____

Know Your Newspaper (cont'd)

3. How are your newspapers delivered? Carrier? _____

Independent Contractor? _____

Truck 'Own Employees? _____

ABC Papers _____

5B ABC Circulation Report States:

3.11 School Subscriptions

The classification "School Subscriptions" in Bureau reports may be shown at the option of the publisher and if shown shall include only copies (either subscriptions or single issue sales) ordered for delivery to schools. Copies may be purchased individually by the recipients or paid for by schools or out of classroom funds.

This circulation shall be shown in Paragraph 1 as "Subscriptions - School" or "Single Copy Sales - School" and shall qualify as paid circulation provided copies served conform to Bureau rules defining paid circulation in all other respects.

A complete explanation including the manner in which the copies are paid for shall be shown in the paragraph devoted to general explanations in Publisher's Statements and Audit Reports.

NIE CIRCULATION

1. Cost of newspapers to the schools.
   - Free _____
   - Half Price _____
   - Other _____

   Copy free for the teacher.
   - Yes _____
   - No _____

2. Minimum Order.
   - None _____
   - Five papers each day delivered _____
   - Ten papers each day delivered _____
   - Number of weeks _____
   - Number of days _____

3. Offer newspapers.
   - Daily _____
   - Partial Week _____
   - Sunday _____

4. Delivery Concerns.

   Who will deliver newspapers to schools? _____

   What type of credit? if any, will be given to the driver? _____

NIE Circulation (cont'd)

5. Ordering and Complaints.

Who will handle intitial ordering of newspapers? _____

Who will put papers on manifest -- give drop number, etc.? _____

How will driver be contacted? Mailroom for bundle, etc.? _____

Will you have bulk delivery or marked bundle? _____

If computerized, will you have a daily, weekly or monthly report-readout from computer? _____

What type of follow-up will be done to insure delivery problem has been eliminated? _____

THINGS TO DO ...

1. Meet your circulation manager.
2. Sit in on a weekly circulation meeting ... district managers' meeting. etc.
3. Spend some time at the complaint desk.
4. Ride with a district manager for a day. Observe how papers are delivered.
5. Learn how to read the labels on the bundles.
6. If you have a training program for circulation, schedule yourself on the program.
7. Check on having a flyer printed up that is sent to district managers when a school starts an NIE shipment.

OVERALL -- KNOW YOUR CIRCULATION DEPARTMENT

* NO DELIVERY -- MEANS NO NIE PROGRAM AND VERY UPSET TEACHERS

TAKING AN ORDER FROM START TO FINISH

NIE ORDER FORM

Use a standarized order form. Color-code by academic year for easy reference or include the academic calendar year dates.

Use one for : which can be routed to the departments involved: Circulation, Accounting, NIE.

Have the form printed in triplicate, quadruplicate, etc. on NCR paper to avoid trips to the xerox machine.

Use this form to keep a running history on individual accounts. It will also be your best source for market surveys and demographic studies.

File the form by teacher name and cross-file by school name. You will be able to quickly locate account information by cross-filing.

REQUESTED DAYS OF NON-DELIVERY

If teachers request no delivery on specific days within the order period, include this information in the original order form. One way to handle this is by including a calendar in the order form. Then, circle or "X" any dates when delivery is not requested.

NEWSPAPER IN EDUCATION ORDER FORM
1979-80

Teacher _____

School _____

School Address _____

City _____ Zip _____

Telephone _____ Subject/Grade _____

Materials: ELEMENTARY Junior High Senior High

I have/have not attended a workshop-

BILLING INFORMATION: SCHOOL ACCT #_____

Check Number (attached) _____

Purchase Order Number _____

Person Billed: _____

Special instructions: _____

DELIVERY INFORMATION: # of PAPERS:_____

SCHOOL_____ ADDRESS_____

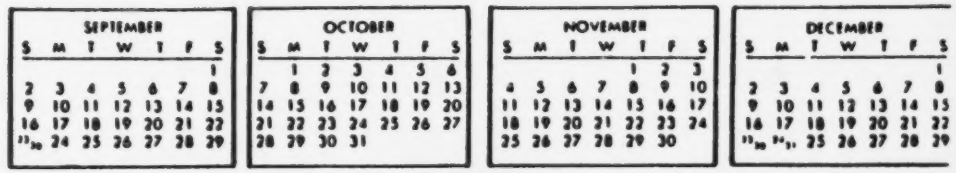
TELEPHONE #_____ Start Date: _____

Stop Date: _____

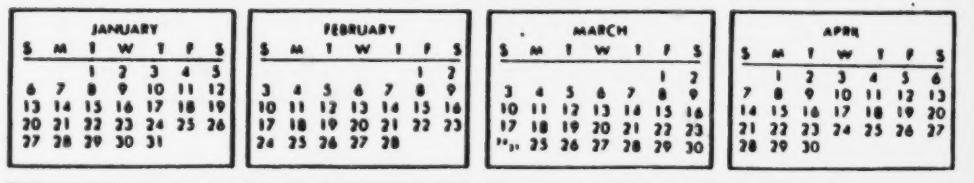
Delivery Instructions (where to drop newspapers) _____

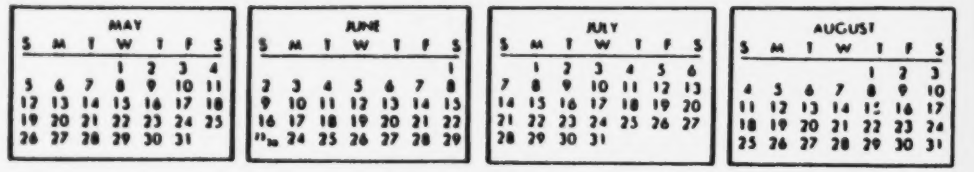
DISTRIBUTOR: DELIVER ONLY ON THE DATES CIRCLED.
OMIT DATES INDICATED BY "X".

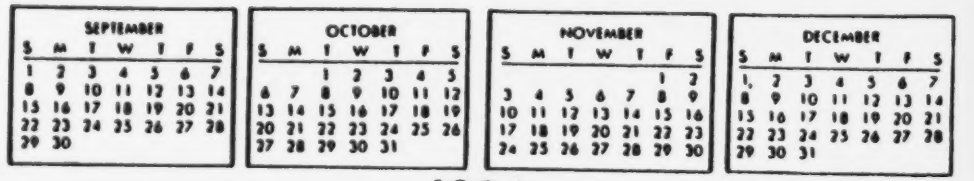
1984



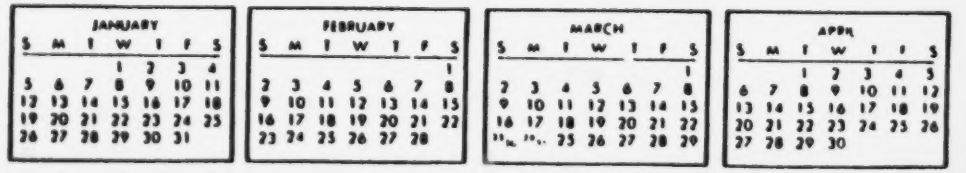
1985

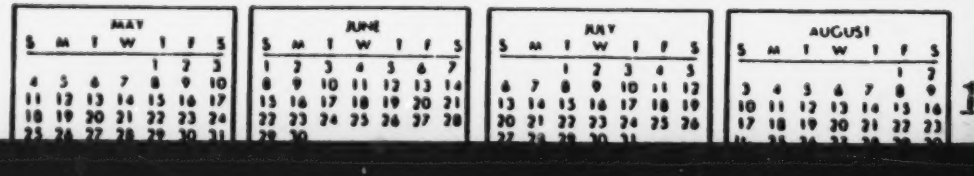






1986





NEWSPAPERS IN EDUCATION ORDER FORM

We would like to order The Charlotte Observer and/or The Charlotte News for classroom use at the educational rate of 10¢ per copy (minimum number of 10 copies per delivery and more than one delivery) or 12½¢ per copy (minimum of 10 copies delivered one time). We understand that we will receive a monthly statement. Sunday papers are also available at a special rate of 37½¢ per copy.

Please keep the gold copy of this order for your records. If you have any problems, please contact us within 24 hours. Call Educational Services at 379-6730 or 1-800-432-6010, ext. 6730 (NC).

FOR OFFICE USE ONLY

ROUTE # _____

TRUCK # _____

TO _____

CARRIER # _____

TDC _____

TDC _____

NEWSPAPER WANTED	NUMBER OF COPIES WANTED ON: MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
The Charlotte Observer							
THE CHARLOTTE NEWS							

FIRST DATE OF DELIVERY: _____ PURCHASE ORDER #: _____

LAST DATE OF DELIVERY: _____ NAME: _____

SCHOOL: _____ TELEPHONE: (___) _____

ADDRESS: _____ COUNTY: _____

CITY/STATE: _____ ZIP: _____

DELIVERY POINT AT SCHOOL: _____

IMPORTANT: PLEASE MARK AN X ON ALL VACATION AND TEACHER WORKDAYS THAT FALL DURING YOUR SUBSCRIPTION. NO DELIVERY WILL BE MADE ON THOSE DAYS.

1981

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1982

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAIL TO:KNIGHT PUBLISHING COMPANY, NEWSPAPERS IN EDUCATION

ACCOUNTING/BUSINESS

Who will be handling the billing for school papers? _____

How often are bills to be sent out? _____

Will schools have to have purchase orders? Yes _____

No _____

How will credit be given to schools for non-delivery? _____

How much time will circulation department need for school delivery? Days _____

Things to do ...

Distribute a copy of all school holidays to all persons involved in newspaper in education delivery/billing.

Make sure schools will be able to receive credit for papers not received.

Try to set up a bookkeeping system for only your NIE papers.

Distribute a copy of order forms to all persons involved in the program.

Keep a up-to-date file of all schools receiving papers -- dates, amounts, etc.

PROMOTIONAL TECHNIQUES

IN-PAPER ADS

Write an ad for elementary schools emphasizing using the newspaper in all subject areas. _____

Write an ad for secondary schools using the newspaper for underachievers. _____

Write an ad for secondary schools using the newspaper as the living textbook (survival techniques, minimum competency). _____

Write an ad for elementary and secondary schools on using the newspaper as an effective reading tool (survival, basic skills, minimum competency). _____

Write an ad that emphasizes all the services that you have available with your NIE program. _____

In writing your ads, find out which ad size would be used most in your newspaper. See if ads can be run ROP.

Run your ads throughout the year - if possible, an ad a week -- if not, one every two weeks. Bombard the teachers with ads at the beginning of each semester -- fall and winter and spring.

You can also run a special summer ad for summer school as well as an ad which is directed to teachers during the summer on preparing for the coming school year.

There are some basic rules to remember in writing these ads:

Direct all ads to the teachers _____

Always list telephone number where they can call for additional information _____

If you use a coupon - make it big enough for them to write legibly _____

If you are able, mix pictures with words _____

Headline is important -- make sure it will catch the teachers' eye _____

* ANPA's booklet NIE Marketing: In-paper Ads is available for $3.00 . These are examples of ads written throughout the country to all the above target audiences.

Promotional Techniques (cont'd)

DIRECT MAIL

You can write the following letters directed to:

Principal _____

Social Studies Teacher _____

English Teacher _____

Elementary Teachers _____

Letters can be sent to promote your availability for faculty meetings -- this letter should go to principals.

Letters on the program and services available should to to the teachers.

Letters can be sent out at the beginning of each semester and one 3/4 through semester.

Letters on topics appearing in newspapers which might be of interest to teachers.

Letters can also have a coupon attached for them to send in for more information

ALWAYS include your telephone number and address in all correspondence.

Direct mail brochures/flyers _____

Brochure can explain all the services available

Send out once per semester

Brochure can be put up in the faculty lounge for all teachers to read

A less expensive alternative or addition to a brochure - a one-page piece of artwork - explaining that you have newspapers and services available to schools

SEE EXAMPLES

Some newspapers have hard board poster with tearoff coupons to be sent back to them _____

Light weight poster explaining your services and where to contact for further information _____

TEN STEPS TO PRODUCING AN NIE NEWSLETTER

ONE	DECIDE ON THE PURPOSE OF YOUR NEWSLETTER AND THE BEST TIME TO SEND IT OUT TO REACH THAT PURPOSE.
TWO	GATHER TEACHING IDEAS AND OTHER I..FORMATION TO PUT IN THE NEWSLETTER.
THREE	WRITE AND EDIT NEWSLETTER COPY.
FOUR	EVALUATE THE COPY TO SEE IF IT MEETS THE PURPOSE ESTABLISHED WHEN YOU FIRST BEGAN THE NEWSLETTER.
FIVE	HAVE COPY SET IN TYPE OR TYPE OUT THE NEWSLETTER.
SIX	LAYOUT NEWSLETTER AND PROOFREAD, INCLUDE PHOTOS AND ARTWORK TO MAKE THE NEWSLETTER MORE MEANINGFUL.
SEVEN	PUT THE NEWSLETTER ASIDE FOR A COUPLE OF DAYS AND THEN PROOFREAD AGAIN. OR, HAVE SOMEONE ELSE PROOFREAD.
EIGHT	HAVE NEWSLETTER PRINTED. ASK THE PRINT SHOP FOR THE BEST METHOD OF PRINTING.
NINE	DISTRIBUTE THE NEWSLETTER.
TEN	CHECK WITH A FEW TEACHERS TO MAKE SURE THE NEWSLETTER ACTUALLY WAS DISTRIBUTED. SIT BACK AND WAIT FOR THE PHONE TO RING. IF IT DOESN"T, DO IT DIFFERENTLY NEXT TIME.

ONE DECIDE ON THE PURPOSE OF YOUR NEWSLETTER AND THE BEST TIME TO SEND IT OUT TO REACH THAT PURPOSE.

PURPOSE

1. To Sell Papers & Inform of Services.
2. To Schedule Workshops.
3. To Spread News of NIE Schools.
4. To Give New Ideas.
5. Combination of purposes.

BEST TIME

1. Beginning of Year
2. Change of Semester
3. Budget Time

TWO GATHER TEACHING IDEAS AND OTHER INFORMATION TO PUT IN THE NEWSLETTER.

1. Use workshop cards.
2. Invite teacher contributions.
3. Invite school systems to write.
4. Borrow from other newsletters.
5. Illustrate best ideas from manuals, cards, etc.

THREE WRITE AND EDIT NEWSLETTER COPY.

1. If you have someone else write the copy, make sure they understand you are the editor.
2. If someone else writes the copy, it is better to be very exact with your directions than to have to edit a lot and step on toes and egos.
3. If you write it yourself, make sure you take time to edit it and remove useless copy.

FOUR EVALUATE THE COPY TO SEE IF IT MEETS THE PURPOSE ESTABLISHED WHEN YOU FIRST BEGAN THE NEWSLETTER.

1. In writing copy and evaluating it, keep your purpose in mind. If your purpose is to sell newspapers, don't fill the newsletter up with ideas that don't require classroom sets of newspapers.

2. If you have a variety of purposes, make a note beside each piece of copy a. to which purpose(s) are reached.

FIVE HAVE COPY SET IN TYPE OR TYPE OUT THE NEWSLETTER.

1. Many newsletters are typed and sent out. Check around the building for interesting typewriters. Many typewriters have interchangeable elements. Ex. Ten Steps.

2. Experiment with type at first, then set up a regular type face for headlines and for body copy to make things easier for everyone.

SIX LAYOUT NEWSLETTER AND PROOFREAD. INCLUDE PHOTOS AND ARTWORK TO MAKE THE NEWSLETTER MORE MEANINGFUL.

1. Make yourself a layout sheet whether xeroxed or printed.
   Ex. DispatChat layout.

2. Make 2 copies of the type or typed copy.
   a. Send one for corrections.
   b. Cut one up for layout.

3. Xerox or have a proof made of your newsletter and proofread again.

NOTE: Go through steps for NIE NEWS layout.

1. Have copy set in type.
2. Get 2 proofs.
3. Send one for corrections.
4. Cut one up for layout.
5. Get proofs.
6. Make corrections.
7. Get proofs and proofread.
8. Have negatives made and proofread negatives.

SEVEN PUT THE NEWSLETTER ASIDE FOR A COUPLE OF DAYS AND THEN PROOFREAD AGAIN. OR, HAVE SOMEONE ELSE PROOFREAD.

1. Proofread at every step in production to make sure things don't get changed by a helpful printer.

2. Having someone else proofread will catch grammatical errors and typos and it will also help you make sure your copy makes sense.

EIGHT HAVE NEWSLETTER PRINTED. ASK THE PRINT SHOP FOR THE BEST METHOD OF PRINTING.

1. Print shop can tell you best method of printing.
   a. paper master
   b. make a metal plate from original typed page
   c. negatives
   d. xeroxing

2. If you want to save money and use color, you can have standard headings run off in color ahead of time.

3. I don't do this because it limits my creativity.
   Ex. Past NIE NEWS letters.

NINE DISTRIBUTE THE NEWSLETTER.

Several ways to distribute newsletters.
   1. Mail
   2. Through school systems
   3. At workshops

TEN CHECK WITH A FEW TEACHERS TO MAKE SURE THE NEWSLETTER ACTUALLY WAS DISTRIBUTED. SIT BACK AND WAIT FOR THE PHONE TO RING. IF IT DOESN'T, DO IT DIFFERENTLY NEXT TIME.

1. Make sure you check the effectiveness of your newsletter.

2. Don't be afraid to experiment.

Promotional Techniques (cont'd)

IN-PAPER STORIES

Basic promotion story explaining services and what you have to offer through NIE. _____

Story about NIE coordinator - the 5 W's. _____

Story on teacher doing a good job using the newspaper in the classroom. _____

Story on teacher only using the newspaper as a text-book. _____

Story on reading levels of children using the newspaper. _____

Story on how kids are motivated and excited by the use of the newspaper in the classroom. _____

Story on NIE Research - locally and nationally. _____

You can have two basic kinds of stories running in the paper:

1. When you have something new to offer schools through your NIE program -- basic promotion story.

2. Story which covers NIE through the use of the newspaper in the classroom -- educational story.

This is where it is extremely important to have editorial backing. If you have an educational writer, he or she might like the break from millage and board meetings to cover what is happening exciting in the classroom.

If you ever come across a good slant for a story in the schools -- use it as a story for the paper or let your editor's know about it.

STUDENT TOURS

Are tours of the newspaper plant being conducted now? Yes _____ No _____

Who is conducting the tours and what department is responsible for them? _____ _____

Will the NIE co rdinator be responsible for conducting any tours of the building? Yes _____ No _____

When are tours of the building offered?
What day? _____

What time? _____

How many days a week? _____

How many students are you able to walk through the building with each tour? _____

Are the students covered by the newspaper's insurance program? Yes _____ No _____

How old must the students be in order to come to the building for a tour? _____

SOME ADDITIONAL THOUGHTS ON CONDUCTING STUDENT TOURS...

* You may want to develop a sheet of questions that the students fill out as they are walking through the building.

* Have the students come to the building for a tour with a question written down about newspapers. This is the place to have all their questions answered about newspapers.

* Offer tours of the building conducted by the NIE coordinator only to those groups of students that are presently involved in the program. This is a nice extra for the program.

* Take only classroom size groups through the building; anything larger has a tendency to get out of control.

* Sit the students down before you walk through the building and go over the entire production process with them. Answer as many of their questions then. (You may want to show the various parts of production to the students as they will be seeing it in the departments.)

* Have a pre-tour slide show.

Student Tours (cont'd)

* Check on being able to give the teacher a complete set of production parts to take home with him/her for use in further discussion in the classroom.

* Below are some of the types of questions you may want to put on your sheet of questions given to students before the tour of the building:

  How many newspapers do we print a day?

  How much ink is used a day?

  How many rolls of paper are used? How long is a roll? How many miles are used a day? How many trees does it take to make a roll of newsprint?

  How many papers are printed a minute?

  How many people work at the newspaper?

* Tour booklet - make one up.
* Develop tour booklet - use as a review guide.

STUDENT PRESENTATIONS

Is there anyone at the newspaper that is presently visiting classrooms and working with the students and the teacher? Yes ____ No ____

SOME THOUGHTS ON STUDENT PRESENTATIONS:

* Ask teachers to order a classroom set of newspapers to use while you are working with the students.

* Ask teacher to have students prepare a question about the newspaper before you arrive to work with the students.

* Have students write their names across the top of their newspapers. This is their newspaper.

* Spend the first ten or fifteen minutes of the presentation allowing the students to read the newspaper.

* Discuss with the students what they have read in the newspaper that day.

* Take a slide presentation with you when you go to visit the schools.

* Familarize the students with parts of the newspaper.

DEVELOPING CURRICULUM AIDS

Define Objectives:

1. Contain good quality, practical activities which make legitimate use of the newspaper in the classroom.
2. Activities of broad base appeal (grade level/subject area)
3. Something teachers will want to use
4. Something easy to use
5. Attractive
6. Cost effective

Choosing a Time-Saving Format:

1. Establish a list of curriculum aid priorities and meet each one on schedule.
2. Buy, or borrow available material if it meets local needs ... don't re-invent the wheel.
3. Tie into local baseline objectives
4. Create modular system with units to add to on demand
5. Loose-leaf format for easy updating
6. Be consistent in design to create identity and for easy lay-out/paste-up
7. Set in-house with illustrations lifted from newspaper page negatives; maintain velox file for future re-use.

CURRICULUM

Steps to take in personalizing and producing NIE materials.

I. Determine needs.

A. Your needs as NIE coordinator.

1. Materials you believe in.
2. Materials you can use at workshops.
3. Materials to help "get your foot in the door." (To impress educators and show them you have something worthwhile and educational to offer.)
4. Materials to help in areas of low newspaper usage (i.e., Secondary Social Studies or special education).
5. Materials on special areas.(NIE Week, Election supplement. etc.)

B. Teacher's needs.

1. Easy, uncomplicated activities which are self-explanatory and do not require much planning time.
2. Materials to reinforce subjects/skills they already teach.
3. Materials in areas where they have few supplementary materials (i.e., preparation for proficiency tests, current events, etc.)
4. Special materials to reinforce skills which are hardest to teach (i.e., fact/opinion, main idea/detail, inferential thinking).

C. Student's needs.

1. Check statewide assessment test results, competency/proficiency test results to find problem areas.
2. Activities to introduce the newspaper and make it a lifelong reading habit.

II. Begin preparations.

A. Gather materials.

1. Existing NIE materials related to specific needs area.
2. Textbooks used in local schools.
3. Library resources.
   a. books
   b. journals
   c. teacher magazines

[Check Bibliography + Foundation order list.

Curriculum (cont'd)

B. Talk to key people
   1. Teachers, principals, curriculum coordinators; superintendents.
   2. Parents.
   3. Speakers and participants at educational conferences (i.e., statewide IRA or social studies meetings.) Pay attention to specific topics and sessions.

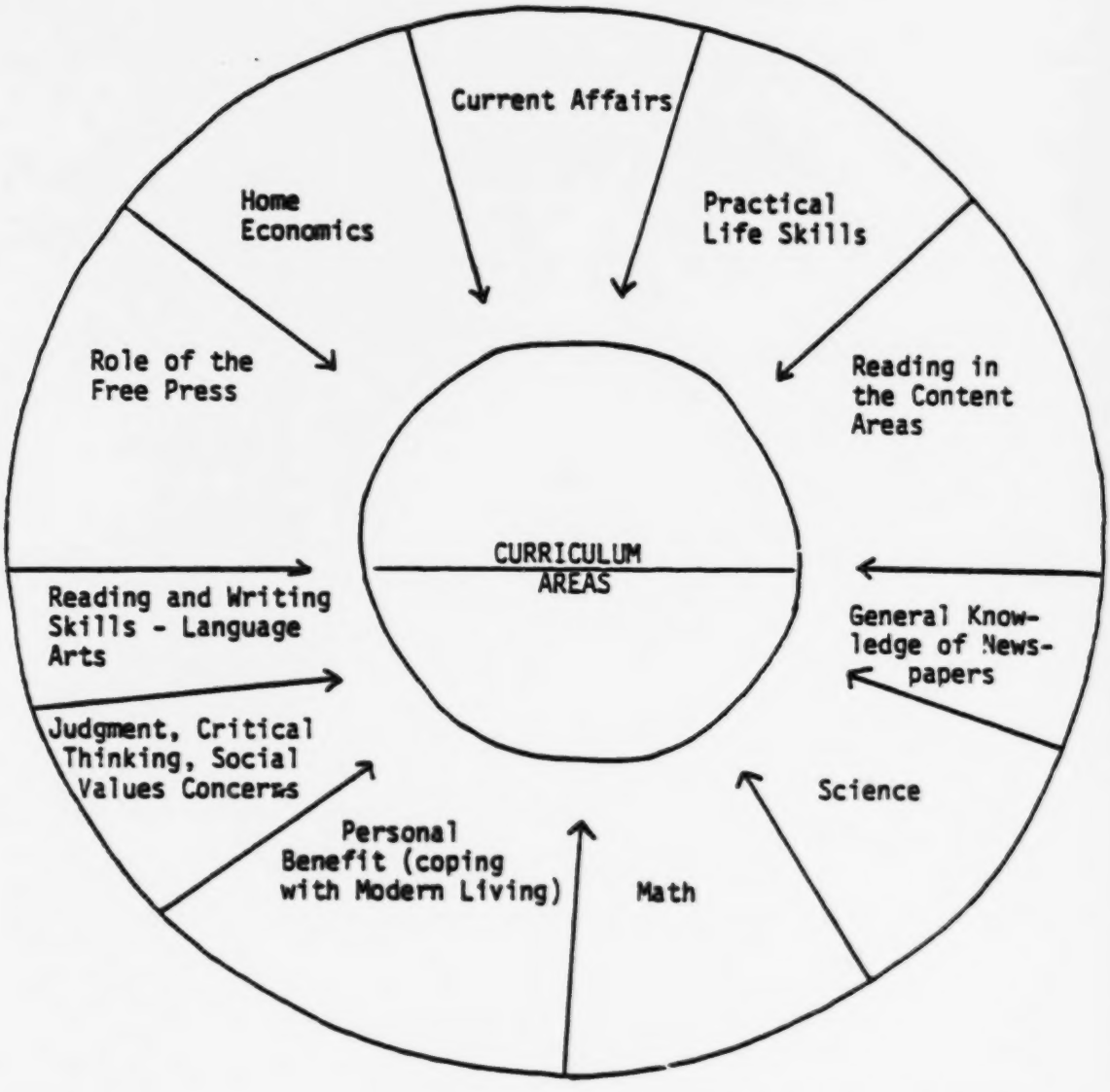
III. Put it all together into NIE materials.
   A. Choose a good place to start - something teachers really need.
      1. Use textbook to help you outline topic.
      2. Fit newspaper activities into outline.
      3. Talk to other NIE coordinators.
   B. Try out your ideas on teachers and students.

IV. Package it.
   A. Book
   B. Stapled book
   C. Plastic binder book
   D. 3 ring notebook
   E. Idea cards
   F. Workbook
   G. Newsprint workbook
   H. Booklets
   I. Single page mimeo sheets

ALWAYS GIVE CREDIT TO NEWSPAPERS!

If you are going to use anyone else's work, contact newspaper requesting permission to use their material, offering them a credit line.

NIE
POSSIBLE INVOLVEMENT
AREAS



ORGANIZING WORKSHOPS

SET PRIORITIES

Define your geographic boundaries.

Determine specific markets within the geographic boundaries.

Select markets that will give you the maximum exposure and the greatest return on your investment of time, capital and manpower.

SET LIMITATIONS

Decide a minimum number of participants before conducting a workshop.

Set minimum and maximum time slots for workshops.

DEFINE TYPES OF WORKSHOPS

Determine the types of workshops you are able to conduct: Introductory, Curriculum Area, Intern Training, Grade Level, College Credit, Parent, Teacher Recertification, Undergraduate, etc.

Develop basic formats for each type: Use the formats over and over, updating content when necessary.

SET OBJECTIVES

Ask members of your target audience what they expect to get out of the workshop.

Get copies of and teach to the objectives set by your school district/ county/ state.

Incorporate your NIE goals into the workshop objectives.

HAVE A PLANNING SESSION

Let your instructional personnel/representatives of your target audience help you plan the workshop.

Use a planning sheet to insure that no workshop detail is overlooked.

Keep and file planning sheets for future program planning, monthly reports and budgeting.

Organizing Workshops (cont'd)

DEVELOP AN ACTIVITIES FILE

Keep files of successful workshop activities. File one activity per folder. Pull activities from the files as workshop content warrants. Keep them ready for immediate xeroxing.

Make transparencies for visual reinforcement of newspaper activities. Transparencies lend interest as well as remind you of content progression.

Record ideas developed by teachers during your workshops and use them in subsequent workshops, newsletters, etc.

TEACH TEACHERS TO CREATE

Build participant confidence to the level that teachers feel capable and compelled to develop newspaper activities without your assistance.

Emphasize teaching methods and strategies rather than demonstrating myriad activities.

Avoid re-teaching the same group of teachers. If you receive requests for repeat performances to the same group, suggest that a teacher from the group conduct the workshop with your support (but not your assistance).

DEVELOP A CADRE OF TEACHER-INSTRUCTORS

Pinpoint teachers who have attended your workshops who are "made" for NIE. Train them through special workshops and sales presentations. Use these teachers to give smaller workshops and sales calls. They will lighten your workshop load considerably. Pay them honoraria or if budget restrictions do not allow payment, give them free papers, free curriculum materials, etc.

Work with your country or school district consultants. Introduce them to the NIE concept and assist them in conducting workshops. After a period of time, supply them with program information, workshop outlines, and materials. Encourage them to conduct the workshops without your assistance.

INSERVICE WORKSHOPS

Newspapers participating in or initiating a Newspaper in Education Program eventually feel the need to conduct some type of training program for classroom teachers and other educators. Many newspapers have launched a beginning NIE program with a workshop to introduce teachers to the concept of using newspapers as teaching tools. Good teacher training is the only means to insure effective use of newspapers in the classroom and should be an objective shared by newspapers and educators.

There are many types of workshops that you can offer to educators. A workshop can range from thirty minutes to two weeks. The following are some of the examples of the different forms of workshops:

1. Promotional Workshop -- a workshop (presentation) lasting just 30 minutes - 45 minutes discussing generally how the newspaper can be used and showing the different services and curriculum materials you have available.

2. One-hour to Two-hour Workshop - this workshop can be held during lunch period or after school at a faculty meeting. An introduction can be done and you can have teachers work for a short time getting the feel of using the newspaper in the classroom. They should always walk out of the workshop with some material suitable for use in their classroom the next day.

3. INSERVICE Workshop - during school hours. Almost every school district now has inservice days during which the kids have been released for the day and the teachers work with outside resource people. This would usually be either a half-day or a full-day workshop. In this type of workshop, you get down to the nitty-gritty -- THE TEACHERS DO THE WORK! You can do this all by yourself, or you can have a teacher help you out.

4. CONFERENCE Workshops -- This is a workshop that you can give at your local educators conferences. Usually you have a choice of an hour or two hours. The more of these programs you can get on, the better. The reason being is that instead of reaching one school or one school district, the group will consist of many schools and school districts. YOU ARE SPREADING THE WORD!

5. TWO-THREE DAY CONFERENCE - An intensive training program conducted by a newspaper or by a press association in cooperation with many newspapers. This can be in conjunction with the university with one-credit hour granted in some cases. Such a program can train teachers in several areas and in greater depth.

Inservice Workshops (cont'd)

6. COLLEGE OR UNIVERSITY CREDIT GRANTING COURSES -- Many newspapers cooperate with local universities and colleges which offer regular credit granting courses of longer duration. Such courses are usually offered through the College of Education or College of Continuing Education. The newspaper suppor s the program by furnishing materials, newspapers and resource speakers. The college pays for the instructor. College courses have been held in different ways:

   a. One week course

   b. Two week course

   c. Once a week for semester or quarter

   This course may be held in one location or in different locations throughout your circulation area. If it is an off-campus course, it might be held in a school or schools throughout your circulation area. The student pays tuition for the course and receives credit based on the hours attended.

7. ONE DAY WORKSHOP ... Things To Do

   Mail brochure with registration form to all superintendents, curriculum directors, principals and teachers on mailing list. _____

   Create in-paper ads to promote workshop with coupon for registration. _____

   Put stories in newspaper on who will be conducting workshop and what subjects will be covered -- include registration form. _____

   Decide size of workshop -- where you should cutoff registration. _____

   Make up time schedule. _____

   Contact speakers for workshop. _____

Inservice Workshops (cont'd)

One Day Workshop cont'd

Arrange for room -- decide on setup _____

Arrange for coffee and donuts for pre-registration and coffee break _____

Arrange for lunch -- order luncheon tickets _____

Make up registration cards and have people man desks (one person for A - M, one person for N - Z)

Order all audiovisual materials for speakers _____

Order programs _____

Order name tags for participants _____

Order all materials for afternoon work session: _____

... construction paper

... glue

... scissors

... newspapers

... etc.

Order enough newspapers for participants -- check day before with Circulation Department _____

Make up packets for each participant which could include: _____

... paper

... pen with newspaper name

... brochure with list of materials available and cost of newspaper

... newspaper order form

... program of workshop

... free curriculum material (optional)

Inservice Workshops (cont'd)

8. TEN HOUR WORKSHOP - generally conducted for teacher re-certification. May be done in 2 five hour sessions though it works best in 5 two hour sessions once a week for five weeks. Teachers are asked to develop a project using newspapers in their classes during course. Sessions run as follows:

    1. Introduction to program, project assignment, slide show on newspaper;

    2. Role-playing activities, grade level activities assigned to be completed in class;

    3. Trip to newspaper to meet newspaper people and tour building;

    4. "Make and take" day, teachers able to make things to take back into their classrooms, time to work on their projects;

    5. Project presentation day, all projects are presented to class, students' and teachers' work is put on display.

ACTIVITY PLANNING SHEET

TITLE OF ACTIVITY _____

CO-SPONSORS _____ _____

_____ _____

DATES OF ACTIVITY _____ TIMES _____

LOCATION _____ SETUP _____

PREREGISTRATION DEADLINE _____ REGISTRATION FEE _____

TARGET AUDIENCE: No. teachers _____ MIN. TOTAL _____

No. administrators _____

No. resource people _____ MAX. TOTAL _____

No. _____ _____

INSTRUCTORS _____ _____

_____ _____

PURPOSE OF ACTIVITY _____

_____

OBJECTIVES _____

_____

_____

OUTLINE I _____ IV _____

II _____ V _____

III _____ VI _____

PUBLICITY: In-House Ads _____ Fly date(s) _____

Brochures _____ Mailing date _____

Mailing lists _____

Flyers _____ No. _____ Ready by _____

T.V. _____ Radio _____

MATERIALS _____ _____

_____ _____

_____ No. newspapers _____

AUDIO-VISUAL AIDS _____ _____

FINANCIAL PLANNING

	COST	TOTAL PROJECTED	ACTUAL
HONORARIA: Name			
Address			
S.S.#			
Name			
Address			
S.S.#			
PUBLICITY:			
POSTAGE & MAILING			
DUPLICATING & TYPING			
MEALS/COFFEE			
SPACE RENTAL & SET-UP			
TELEPHONE			
MATERIALS & AV			
TRANSPORTATION/MILEAGE			
MISCELLANEOUS			
	TOTAL		
INCOME: Registrations			
Other funding			
	TOTAL		

SETTING DEADLINES

Setting deadlines and determining timetables are crucial factors to consider in mapping out work plans. Time spent in setting deadlines will enable you to determine a work schedule which will be constructive to your program operations.

The following factors should be taken into consideration in determining work timetables:

Time when task is to be completed _____

Time required to do the task _____

Time relationships between various related phases of the task _____

Time available _____

Time for setup or make ready _____

Time for travel _____

Who will do the work, their capacity and the equipment they use _____

Amount of work to be done _____

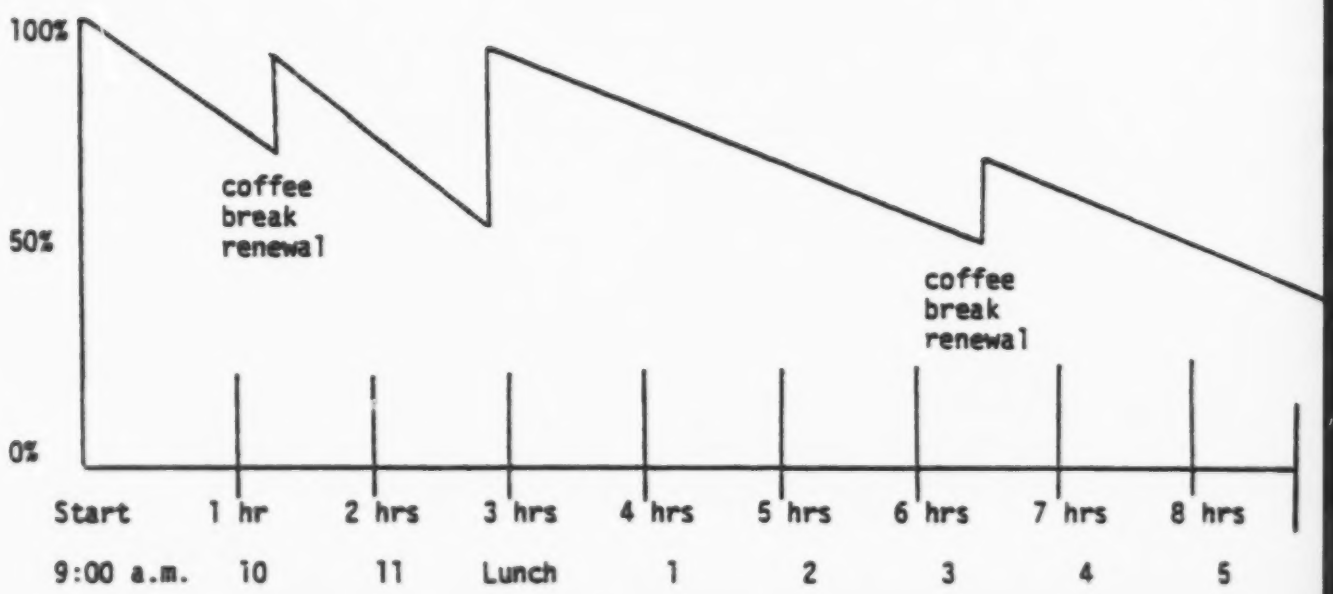
Procedure to be used _____

Conditions underwhich work will be done - necessary supplies, etc. _____

Allowance for probable (foreseeable) and possible (unforeseeable) delays and exceptions

REFER TO THIS REFERENCE SHEET WHEN SETTING GOAL TIMETABLES.

PROFILE OF GROUP'S NATURAL ENERGY LEVELS



WORKSHOP STRATEGIES

Experience/Analysis — High Experience Impact

Group Discussions

Brainstorming

Observation

Demonstration

Lecture — Low Experience Impact

ADVISORY COMMITTEE

This is optional; some newspapers have felt that it is a necessity to have such a committee for constant contact and feedback from schools. Others through other means have the same amount of contact without such a committee.

If you decide to go with such a committee the following should be kept in mind:

1. Who are the people on the Advisory Committee (Curriculum directors, superintendents, asst. superintendents, teachers, principals, students) _____

2. How do you contact them?

   Personal telephone call _____

   Followup letter _____

   Luncheon for whole group _____

3. How often do they meet? _____

   Once a year _____

   Twice a year _____

   Quarterly _____

4. What is their purpose? _____

   Suggest educational improvements in program _____

   Develop cooperation between newspaper and school districts _____

   Contact for creating curriculum materials _____

   Contacts for approval of material _____

   Other - _____

   _____

   _____

SETTING PROGRAM GOALS
(SHORT RANGE)

Listed below are standard NIE program functions and services. List briefly one objective for each heading. Skip any headings not related to your program.

The objective is your DESIRED RESULT. Each goal must reflect a means of reaching one or all of your program objectives.

Place the priority (or priorities) ranking reflected by each objective in the space provided:

SALES: _____

_____ Priority: _____

TEACHER TRAINING: _____

_____ Priority: _____

CURRICULUM DEVELOPMENT: _____

_____ Priority: _____

NEWSPAPER IN THE HOME: _____

_____ Priority: _____

COMMUNICATION AND PROMOTION: _____

_____ Priority: _____

SCHOOL SERVICES: _____

_____ Priority: _____

IN-HOUSE RELATIONS _____

_____ Priority: _____

READERSHIP SURVEYS: _____

_____ Priority: _____

BUDGETING: _____

_____ Priority: _____

OBJECTIVE HEADING: _____

OBJECTIVE STATEMENT _____

_____

_____

TIMETABLE OF SPECIFIC GOALS

1 _____

Support: _____ Deadline: _____

2 _____

Support: _____ Deadline: _____

3 _____

Support: _____ Deadline: _____

4 _____

Support: _____ Deadline: _____

5 _____

Support: _____ Deadline: _____

6 _____

Support: _____ Deadline: _____

EVALUATION CRITERIA _____

_____

_____

_____

_____

_____

BUDGET FOR NIE

Salary for personnel	_____
Promotional materials	_____
Curriculum materials	_____
In-Service workshops	_____
Newsletter	_____
Office materials	_____
Postage	_____
Educational conference exhibitor's fees	_____
Entertainment of educators	_____
Honorarium for educators	_____
Printing and mailing costs	_____

CHECKLIST OF NIE PROGRAM

Based on Marketing Objectives and Goals

NEWSPAPER COMMITMENT

Obtain approval and commitment from TOP management on starting or expanding your NIE program _____

Write proposal if necessary _____

After approval from TOP management, contact: _____

- Business Department _____
- Circulation Director _____
- Advertising Director _____
- Promotion Director _____
- Editorial Department _____
- Production Department _____

Without the cooperation among business, circulation, advertising, promotion, editorial and production, the program will not be a success!

NEWSPAPER PREPARATION

Marketing objectives and goals for coming year _____

Designate person who will be responsible for NIE (See Administration) _____

- Employ new person _____
- Add to duties of person within newspaper _____
- Part-time _____
- Full-time _____

Decide on price, delivery and ordering (See Circulation) _____

Creat records for ordering of newspapers _____

File all contacts and services to schools _____

Create yearly budget for NIE _____

Request educational directories from each school system in target area _____

Develop office procedures for NIE

Checklist of NIE Program (cont'd)

Designate person who will receive calls from educators _____

Make up mailing list for school districts
(All principals in RTZ) _____

Determine target area and school level _____

Add yourself to ANPA Foundation mailing list
to take advantage of NIE services _____

Upgrade your Newspaper knowledge -
learn about your own newspaper _____

DEVELOPMENT OF NIE

EDUCATIONAL CONTACT

Contact local superintendents for approval of NIE _____

Contact local curriculum directors _____

Contact principals of schools within target area _____

Contact Federal and state government "Title" administrator for districts _____

Create presentation for school faculty -- then promote your availability _____

Contact Presidents of all educational organizations -- arrange for participation on program of conferences _____

Send out letter to all schools telling about services _____

Put your name on all mailing lists for educational organizations _____

Start to exhibit at all educational conferences -- mailing list of educational conferences for exhibitors _____

Start to plan your first in-service workshop (See workshops) _____

Go out into the educational community and find out which teachers are doing a good job with NIE _____

Make initial contacts at local universities for future accredited workshops _____

Start to select and/or create curriculum materials (See curriculum) _____

Contact state educational magazines and newsletter editors for their cooperation in placing stories & ads. _____

PROMOTIONAL PREPARATION

Write ads (See promotional techniques) _____

Develop brochure/flyer -- then mail to your target area _____

Development of NIE (cont'd)

Write news releases to be sent to school districts and newsletters for educational organizations _____

Have a contest in the schools for an educational service/NIE logo to be used by your newspaper _____

Have a writing contest on "What a Newspaper Means to Me" or on a subject relating to what newspapers mean to the community, what you receive from a newspaper, what it does to help you survive in this _____

Decide what meterials you already have are applicable to use in an educational packet _____

If you have tours, use these to promote your NIE program -- pass our NIE brochure to teachers _____

Send out speakers to the classroom to talk with the children on the newspaper and its careers. _____

Make up a slide show telling how a newspaper is put together -- all aspects of it. _____

Write a newsletter to be sent to all the schools, teachers, principals and superintendents. _____

Create an Advisory Board -- consisting of influential policy makers of the school districts including parents and students. _____

Appendix

AN INFORMAL HISTORY AND PURPOSE OF THE NEWSPAPER IN EDUCATION PROGRAM

IN THE BEGINNING . . . who knows, perhaps Plato had something important to say about the necessity for young people to read the discourses of the day. If he did, we have yet to find it.

However, a quote from the Portland (Maine) Eastern Herald on June 8, 1795, shows us that the educational use of newspapers is not a total innovation:

> "Much has been said and written on the utility of newspapers; but one principal advantage which might be derived from these publications has been neglected; we mean that of reading them in schools, and by the children in families. Try it for one session—Do you wish your child to improve in reading solely, give him a newspaper—it furnishes a variety, some parts of which must infallibly touch his fancy. Do you wish to instruct him in geography, nothing will so indelibly fix the relative situation of different places, as the stories and events published in the papers. In time, do you wish to have him acquainted with the manners of the country or city, the mode of doing business, public or private; or do you wish him to have a smattering of every kind of science useful and amusing, give him a newspaper—newspapers are plenty and cheap—the cheapest book that can be bought, and the more you buy the better for your children, because every part furnishes some new and valuable information."

The real organization of newspapers behind this idea has come, though, in the 20th century. An informal chronology of the developmental periods of the Newspaper in Education program is outlined in the following paragraphs.

1930's - 1955: Only the New York Times sponsored a major program promoting classroom use of purchased newspapers. The Times provided newspapers, supplements and curriculum aids to colleges and schools not only in New York, but throughout the country. A few other newspapers (Milwaukee Journal, a New Jersey newspaper — count 'em on your fingers) backed the concept with some teacher training, teaching guides and free newspapers.

1955-1960: The national "Newspaper in the Classroom" (NIC) movement began, at the urging of C. K. Jefferson, circulation manager of Des Moines (Iowa) Register, and with the cooperation of the major member organizations of the National Education Association. Impetus for starting program stemmed from a 1955 survey showing that 30-40% of 5500 Des Moines secondary students did no reading outside of the classroom; those who did read spent only 1/3 as much time reading as they spent watching TV.

The International Circulation Managers Association began funding of summer university workshops for teachers on classroom use of newspapers. Workshops took place each year at University

of Iowa, UCLA and Syracuse University in cooperation with NEA. Two educators — Dr. John Haefner, of the University of Iowa, and Merrill Hartshorn, executive secretary of the National Council for the Social Studies — took major responsibility for educator involvement. About 100 teachers trained per year. As much emphasis in this training was on "what is a newspaper" as on methods for its integral use in the regular curriculum.

In 1958, ANPA assumed responsibility for national sponsorship of the Newspaper in the Classroom program from ICMA.

1960-1970:

The Newspaper in the Classroom program started to grow among local newspapers. ANPA, and subsequently ANPA Foundation, continued to sponsor national workshops to which newspapers could send teachers and curriculum supervisors. ANPA Foundation also provided teacher guides for newspapers to use in promoting programs, held sessions urging publishers to start NIC programs, and provided individual advice on setting up local programs.

Newspapers where full-fledged programs were started locally ran them out of the circulation or promotion department — managers of these departments usually taking or assigning relatively brief hours to work on program. Most local programs still gave away newspapers, although some, especially those serving large metropolitan school districts, began to charge half price.

Major emphasis in teacher training and curriculum materials was still on "two-week unit" to teach about newspapers, but more attention was being paid to using the newspaper on a continuous basis as a supplementary text in social studies, language arts, math, etc. More newspapers now put on their own promotional and inservice workshops — some started graduate credit college workshops similar to ANPA Foundation's.

1970's:

Rapid growth in the program continues. By the mid-1970's more than 350 newspapers sponsor their own local programs. Many newspapers employ a specific person, often a former educator, to promote and administer the program. An actual "educational services department" with several staff members has been established at some large newspapers.

Almost all programs have gone to a half-price newspaper purchase arrangement with schools due to the rise in newsprint costs, the acceptance by educators of the newspaper as a text worth paying money for, and the potential for increased ABC counts.

The role of the ANPA Foundation has changed gradually from initiator of a national program to that of advisor to local newspapers and educators. The Foundation is now a catalyst and clearinghouse — encouraging as many newspapers as possible to

start programs by spreading the word on increasingly sophisticated promotion techniques, curriculum materials and teaching strategies now being developed in the field. Rather than run teacher workshops, the Foundation now sponsors sessions to train directors of the more than one hundred graduate credit workshops and thousands of promotional and inservice sessions.

Another important Foundation function is the conference for NIE program development, held annually since 1973 and attended last year by more than 100 newspaper staff members responsible for local programs.

Beyond these ongoing services, the Foundation sponsors development of publications and projects to respond to specific NIE needs and opportunities.

Educational uses of newspapers continue to broaden in the 1970's. They are used in the classroom curriculum from kindergarten through college in almost any subject, as well as outside the classroom in tutoring situations, adult education, prisons, mental institutions, nursing homes, etc. In 1976, ANPA Foundation changed its designation of the name for this program from "Newspaper in the Classroom" to "Newspaper in Education" in recognition of the diverse possibilities for educational use of newspapers. At the same time the Foundation adopted a new statement of purpose agreed upon by a majority of the active NIE managers at local newspapers. This statement focuses on what is most important to newspapers in sponsoring NIE programs:

> "The goal of the ANPA Foundation Newspaper in Education program is to encourage the use of newspapers in education with the primary objectives of developing in young people:
>
> 1. a continuing desire and ability to read a newspaper critically and reflectively;
> 2. a concern for public issues and a motivation to involve themselves in our self-governing process;
> 3. an understanding of the role of a free press in our society."

Happily, this goal stated by newspapers coincides nicely with present educational concerns about literacy, basic competencies for graduating high school students, and the need for better citizenship education.

For these and other reasons the program seems to have gained a hold on the respect of the educational community, as evidenced by the 16,000 schools and 90,000 teachers involved in the program (according to a newspaper survey conducted in 1976), as well as the attention NIE gets at conventions and in magazines of educational organizations.

... The Future: Signs in the foreseeable future point to continued growth in the educational use of newspapers and other current media. State and local school systems are beginning to authorize the purchase of newspapers with regular textbook funds. School administrations are assuming more responsibility for supporting NIE teacher training and curriculum development. In Florida, an NIE coordinator has been employed by the state board of education -- several local school systems have similar arrangements. The state of Washington, in cooperation with newspapers there, is developing a comprehensive newspaper use curriculum for all grades.

As local newspaper programs become better established, state and regional newspaper groups are forming to encourage the NIE program's expansion and growth in quality. These loose associations will sponsor regional NIE conferences of their own, work with state educators for full acceptance of the program, develop curriculum materials, and/or sponsor teacher workshops.

On a different tangent, newspaper editors are showing increased interest in young people's newspaper reading habits and preferances. Indications are that in the future newspapers will contain much more material aimed at entertaining and educating school-age readers.

This new appeal to young people on the part of newspapers may, in fact, become an important mainstay of the Newspaper in Education program. The content will be useful in school or at home, and could do a great deal to further the NIE objective of encouraging future readers to get to know the newspaper now.

In the long run, an assessment of the past, present and future of the Newspaper in Education program means little without considering the young people the program is trying to reach. The judgment will rest with them -- in their willingness in the future to read (newspapers or anything else), to keep themselves informed and to be involved actively in their communities. A few years ago a Texas high school teacher described in writing the reactions of a class full of low income, "non-reading" young people to her extensive use of the newspaper. She named the prototype of these students "Johnny," and in summing up what the newspaper had meant to "Johnny's" education, she also painted a picture of what success in NIE looks like -- yesterday, today or tomorrow:

"What are some of the satisfying results of using this program? There are so many that I never knew using a conventional program. To see 25 or 30 youngsters so absorbed in reading, I said reading, that you cannot get their attention by calling their names -- you have to walk up to them and touch them; to see a room of so-called incorrigibles so quiet you can hear a pin drop, and then suddenly a child laughs aloud at something he had read; to have a student skip lunch to come to your classroom because he didn't finish reading his paper, to see

every student in a class relaxed but involved, and interested when other teachers are complaining that the 'natives are restless,' and 'these kids don't care and don't want to learn.' What do I think I have accomplished with this program that I could not have accomplished with the traditional course of study? Well, I know that I have Johnny reading of his own volition and that has never happened before. I have given Johnny an instrument of learning that he doesn't have to leave behind when he leaves school, as he will his textbooks. A newspaper is always going to be there, and if Johnny reads it, he will have a continuing form of education. And I think I have made a permanent reader of Johnny -- oh, there may be lapses, particularly in the first few years ahead after he leaves school -- but I believe, although I can't prove it, that someday when Johnny has a home of his own, there will be a newspaper in it -- and Johnny's children will see something Johnny never saw -- his parent reading -- and one link in the chain of poverty will be broken. I think Johnny has a little better understanding of this world he must live in and I think his attitude toward it is a little more realistic and a little more moderate. And because he is beginning to know, and he knows he is beginning to know, Johnny stands a little straighter, speaks with a little more conviction, and has that most essential of all human values, self-respect."

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